Department of Psychological Services

Doctoral Internship
in Clinical Psychology

Accredited by the
Commission on Accreditation of the
American Psychological Association

Training Year 2020-2021

Brochure Updated 7/19/2019
Dear Prospective Applicant:

Thank you for your interest in the APA-Accredited Doctoral Clinical Psychology Internship at Springfield Hospital Center. This brochure describes the training program, the eligibility requirements, and the application procedures for our program. All application materials should be submitted using the online process and national match developed by the Association of Psychology Postdoctoral and Internship Centers (APPIC). Information about the online application process and registration for the national matching program can be found on the APPIC website (www.appic.org). All application materials for our program must be submitted by **11:59 PM (EST) on November 1st** for consideration.

We look forward to receiving your application. Please contact me if you have any questions or need additional information about our program.

Sincerely,
Lindsey Peterson, J.D., Ph.D.
Licensed Psychologist
Director of Intern Training

Email: lindsey.peterson@maryland.gov

Phone: 410-970-7143
The Hospital

Springfield Hospital Center (SHC) is a large state psychiatric hospital that has been in operation since 1896. The hospital strives to provide patient-centered psychiatric care through excellence in performance-driven, recovery-oriented mental health treatment. Values central to the hospital’s mission include integrity, compassion, competency, and teamwork.

SHC is accredited by The Joint Commission. The hospital serves the state of Maryland with clients primarily referred from Baltimore City, as well as Montgomery, Howard, Anne Arundel, Prince George’s, and Carroll counties, among others. Treatment is currently provided for approximately 230 patients. The patient population is ethnically and socioeconomically diverse. Most new admissions are court-ordered and forensically involved. The hospital provides acute care and long-term services on various inpatient units within three buildings. Located in a semi-rural area of Carroll County, the hospital’s grounds afford an attractive work setting. Our proximity to major highways allows a convenient commute from a variety of urban, suburban, and rural areas, including the Baltimore and Washington, DC metropolitan areas.

Patient care is provided by multidisciplinary treatment teams composed of psychiatrists, psychologists, social workers, somatic physicians, nurses, occupational therapists, art therapists, music therapists, recreation therapists, dietitians, and activity therapists. Psychologists provide services through various departments and programs at the hospital, including the Department of Psychological Services, the Office of Forensic Services (OFS), and the Addictions, Co-Occurring, & Trauma Recovery Services (ACTRS) program. Within the Department of Psychological Services, staff psychologists draw upon a range of theoretical orientations, including psychodynamic, cognitive-behavioral, contextual, humanistic, and integrative. Psychologists and interns conduct group therapy, crisis management, psychological assessment, individual psychotherapy, cognitive remediation, behavioral consultation, and provide other consultations with treatment teams. The Office of Forensic Services conducts court-ordered assessments, providing feedback to treatment teams and acting as a liaison with the court system. The Addictions, Co-Occurring, & Trauma Recovery Services program provides consultation to treatment units regarding screening, assessment, and treatment targeting substance use and trauma-related symptoms.

Hospital units are organized by program. The Acute Care Service provides shorter-term treatment for stabilization and comprises three admissions units and one step-down unit within the Salomon Building. The Recovery Program provides longer-term treatment for patients who require further hospital treatment and is housed in the Hitchman and McKeldin Buildings. The Recovery Program, which comprises six inpatient units across the two buildings, includes a unit with accommodations for Deaf patients and several units that participate in a building-based Treatment Mall.

Hospital staff and trainees also represent diverse individual, ethnic, and cultural
backgrounds. Diversity is valued at SHC and in the internship program. Considerations of diversity are expected to be included in assessment and treatment planning, and respect for differences is one of the overall hospital goals.

The majority of our patients have forensic involvement upon admission to our facility. Patients may be, for example, court-ordered for evaluation of competency to stand trial and/or criminal responsibility. If found Not Crinally Responsible (NCR) due to a mental illness, patients are remanded to the hospital for treatment. **While our internship remains a generalist clinical psychology training program, the majority of our patients have court involvement.** Interns at SHC have the opportunity to learn about forensic procedures and to receive training in offering specialized treatment to this population.
The Internship

General Information and Program Resources

The internship has been continuously accredited by the American Psychological Association since 1957. The next accreditation review is scheduled for 2022. The program is designed as a year-long, 40 hours per week clinical internship for the advanced doctoral psychology student. We currently offer three funded, full-time psychology intern positions, which typically begin in early September. The current annual stipend is $29,877, though this is subject to change annually. Benefits include the accrual of 10 days of annual leave (available for use after six months of employment), 15 days of sick leave, 9 personal days (3 available during the first three months of internship, 6 more available starting in January), 11 state holidays, and optional partially subsidized insurance (including medical, dental, prescription drugs, and vision).

At SHC, interns support multi-disciplinary treatment teams and provide a variety of clinical services, including group and individual therapy, psychological assessments, intake assessments, annual assessments, consultation to treatment teams, assistance with crisis responses, and behavioral consultations and plans. Interns also take part in our cognitive remediation program which is held in a computer lab designated for this purpose. In our hospital setting, group therapy is emphasized as a treatment modality. Rotation opportunities (described below; see “Program Structure” section) provide focused experiences in specific clinical work and/or populations.

The Department of Psychological Services houses a wide range of testing instruments, including the WAIS-IV, MMPI-2/MMPI-2-RF, PAI, WMS-IV, Rorschach Inkblot Test (Exner’s Comprehensive System), D-KEFS, CVLT-3, MCMI-IV, TAT, WIAT-III, WRAT5, TOMM, and numerous other tests. Interns have access to these materials and are provided supervision in their administration, scoring, and interpretation. Interns also have access to software that assists with scoring and interpretation of select assessment instruments.

Each intern has access to computers with word processing and spreadsheet capabilities, as well as access to the internet and the Springfield Hospital Center intranet. Clerical and administrative support is provided by our department secretary.

Springfield Hospital Center also has an extensive library that contains psychiatric and psychological references, video series, and books of a general nature. Additionally, interns have free access to a vast array of professional journal articles through the Maryland Department of Health Online Library. The department’s Internship Library also includes a number of texts, journal articles, and other reference materials that have been carefully selected to enhance competency development and to support clinical work during internship. Interns are encouraged to make use of all of these resources throughout the training year to expand their understanding of the current scientific
knowledge to inform their clinical work.

**Training Model and Competency Goals**

The psychology internship at Springfield Hospital Center implements the practitioner-scholar model. The curriculum integrates psychological knowledge with clinical practice to develop the interns’ skills as well as their ability to evaluate the effectiveness of interventions. Development of competencies is facilitated through supervised practice, application of scientific knowledge and models of practice, didactic experiences, and consuming the professional literature in keeping with the practitioner-scholar model.

We work with interns, incorporating individual goals, interests, and training needs, to design a learning experience that develops critical competencies and fosters their development as psychologists. Within the practitioner-scholar model, the internship training program has a developmental teaching approach that emphasizes a mentorship supervisory relationship and allows for a gradual development of increased autonomy as the training year progresses. Supervisors act as professional role models for interns. In addition to co-leading groups, interns accompany supervisors to team meetings, community meetings, and consultations. By working closely with their supervisor, interns have opportunities to observe their supervisors in various clinical and professional situations and to further develop their own professional identity. Over the course of the training year, interns develop increased autonomy, moving from student towards early career professional.

Interns receive ongoing supervision for all of their clinical work. At least four hours of supervision are scheduled weekly with a minimum of two hours provided in an individual format. Interns are expected to be proactive in their use of supervision, reflecting both self-awareness and an understanding that each person influences the therapeutic process in a unique way. Interns are also expected to discuss the supervision process and clinical decision-making with their supervisors.

Interns are expected to be aware of their strengths and weaknesses, as well as when to seek out additional supervision, further learning, and/or personal psychotherapy if clinical functioning might be compromised. Interns are expected to be open in supervision, sharing their successes and difficulties with their supervisors. In addition, interns must be willing to consider constructive feedback in supervision.

Interns at Springfield Hospital Center provide supervision to graduate-level psychology students who are completing their externships in the Addictions, Co-Occurring, & Trauma Recovery Services program at SHC. Any supervision provided by interns to externs will also be fully supervised by a licensed psychologist. Further, interns will receive didactic training in supervision and will be encouraged to discuss the supervisory process and decision-making during weekly supervision. Interns will also have the opportunity to practice their consultation and supervisory skills during case conceptualizations and seminars.

Clinical experiences become more complex as the year progresses. The overall
goal of the internship is to produce graduating interns ready for practice as entry-level professionals who are ethical, sensitive to diversity, and aware of their competencies. By the completion of the internship year, interns should demonstrate intermediate to advanced skills and knowledge in the following areas:

**Intern Competency Goals and Objectives**

**I. Goal: Competence in Research**

**Objectives**

A. *Seeks and Applies Current Scientific Knowledge*
Displays necessary self-direction in gathering clinical and research information, including information of relevant diversity factors, to support clinical practice independently and competently. Seeks out current scientific knowledge as needed to enhance clinical practice.

B. *Critically Evaluates and Disseminates Research*
Demonstrates the ability to critically review research and literature and disseminates the research orally or in writing.

C. *Program Evaluation Knowledge and Skills*
Demonstrates good knowledge of theory and techniques for program evaluation.

**II. Goal: Competence in Ethical and Legal Standards**

**Objectives**

A. *Knowledge and Application of Ethics and Law*
Demonstrates good knowledge of APA Ethical Principles and Code of Conduct and relevant professional standards and guidelines. Demonstrates knowledge of and acts in accordance with relevant laws, regulations, rules, and policies at the organizational, local, state, regional, and federal levels. Consistently applies these appropriately, factoring in issues of diversity, seeking consultation as needed. Adheres to principles and laws regarding confidentiality.

**III. Goal: Competence in Individual and Cultural Diversity**

**Objectives**

A. *Awareness of Cultural Factors and Sensitivity to Diversity*
Sensitive to cultural and individual diversity of clients/patients and staff in the work setting. Aware of own background and its potential impact on others. Committed to providing culturally-sensitive services.
**B. Knowledge of Current Theories and Research Regarding Diversity Across Professional Activities**
Aware of and implements theoretical and empirical knowledge of diversity in professional activities such as training, supervision, and service to patients.

**C. Cultural Competence with Current Client Population(s)**
Demonstrates and applies understanding of cultural factors likely to apply to current client population(s) and/or clinical setting. Integrates this knowledge into clinical work. Uses supervision, consultation, and other learning resources appropriately to increase knowledge base in this area.

### IV. Goal: Competence in Professional Values and Attitudes

**Objectives**

**A. Professional Behaviors and Professional Growth**
Behaves in ways that align with values and attitudes of psychology, remaining sensitive to individual and cultural differences and needs. Engages in self-reflection regarding personal and professional functioning, actively working to maintain and improve performance, well-being, and professional effectiveness.

**B. Efficiency and Time Management**
Responsiblely performs patient care tasks and documentation within appropriate timeframe. Keeps scheduled appointments and meetings on time. Keeps supervisors aware of whereabouts as needed. Minimizes unplanned leave, whenever possible.

**C. Uses Positive Coping Strategies**
Demonstrates positive coping strategies with personal and professional stressors and challenges. Maintains professional functioning and quality patient care.

### V. Goal: Competence in Communication and Interpersonal Skills

**Objectives**

**A. Professional Interpersonal Behavior**
Professional and appropriate interactions, including remaining sensitive to individual and cultural diversity, with treatment teams, peers, hospital staff, and supervisors. Seeks peer support as needed.

**B. Documentation**
Completes required documentation as directed by clinical need, policy and/or supervisor. Documentation includes required and relevant information and is consistent with relevant policies and guidelines regarding content, format, legibility, and frequency.
VI. Goal: Competence in Assessment

Objectives
A. Diagnostic Skill
Demonstrates a thorough working knowledge of psychiatric diagnostic nomenclature and DSM classification. Utilizes historical, interview, and psychometric data to diagnose accurately.

B. Psychological Test Administration, Scoring, and Interpretation – Intellectual Functioning
Proficiently selects, administers, scores, and interprets commonly used tests of intellectual functioning in his/her area of practice. Factors that might affect data interpretation (cultural factors, education, medical issues, etc.) are considered and integrated into conclusions.

C. Psychological Test Administration, Scoring, and Interpretation – Personality/Emotional Functioning
Proficiently selects, administers, scores, and interprets commonly used tests of personality/emotional functioning in his/her area of practice. Factors that might affect data interpretation (cultural factors, education, medical issues, etc.) are considered and integrated into conclusions.

D. Assessment Writing Skills
Writes a well-organized psychological report that answers the referral question(s) clearly and provides recommendations as appropriate.

E. Feedback to Client and Others Regarding Assessment
Plans and carries out a useful feedback session. Explains the test results in terms appropriate to the target audience. Provides suitable recommendations and responds to issues raised by recipients of feedback.

VII. Goal: Competence in Intervention

Objectives
A. Risk Management
Effectively evaluates, manages, and documents patient risk by assessing immediate concerns such as suicidality, homicidality, and any other safety issues. Collaborates with patients in crisis to make appropriate, short-term safety plans and intensify treatment as needed.
B. Rapport Building with Clients, Colleagues, and Others
Consistently achieves a good rapport with recipients of services/assessment. Develops professional relationships with staff. Interacts appropriately in professional and clinical contacts. Maintains sensitivity and awareness of diversity factors when interacting with patients and colleagues. Seeks consultation/supervision when own emotional reactions might affect these interactions.

C. Case Conceptualization and Treatment Goals
Demonstrates understanding of major theoretical orientations and develops a solid conceptualization based on own preferred model(s). Integrates knowledge from research/the current literature regarding evidenced-based practices. Collaborates with patient to form appropriate treatment goals.

D. Therapeutic Interventions
Interventions are well-timed, effective, and, when appropriate, consistent with empirically-supported treatments.

E. Group Therapy Skills and Preparation
Intervenes in group skillfully, attends to member participation, group communication, safety, and confidentiality. If the group is psychoeducational, readies materials for group and understands each session’s goals and tasks. Works well with group co-leaders.

F. Intervention Outcome Evaluation Knowledge and Skills
Demonstrates good knowledge and application of treatment outcome evaluation.

VIII. Goal: Competence in Supervision

Objectives
A. Supervisory Knowledge
Demonstrates good knowledge of supervision techniques and can identify supervisory themes/issues in their own supervision and, when applicable, in group discussions with other trainees. Appropriately provides other trainees with feedback during case presentations and other group training activities.

B. Use of Consultation/Supervision
Seeks consultation or supervision as needed and uses it productively. Good awareness of own strengths and weaknesses as well as own cultural and diversity factors that may be impacting work.
IX. Goal: Competence in Consultation and Interprofessional/Interdisciplinary Skills

Objectives

A. Consultation Knowledge and Skills
Gives the appropriate level of input when providing consultation to other disciplines and services, taking into account their level of knowledge about psychological theories, methods, and principles. Incorporates appropriate information about the patient/client, including cultural and diversity factors, into conceptualization and recommendations.
Program Structure

Intern rotations will be determined with input from the interns and program faculty. Interns will begin the year by attending hospital, department, and internship orientations. Interns will then complete rotations on hospital units and/or in specialized areas of practice with psychologists as supervisors. Rotations are scheduled to coincide with the treatment group cycles offered at the hospital, with the rotations beginning in October and April. This schedule allows interns to experience two treatment cycles per rotation. Rotation supervisors oversee the intern’s intervention work and other unit and departmental responsibilities; they also co-lead group therapy with interns. Interns will also be assigned an assessment supervisor with whom they will meet at least weekly during the rotation. Efforts will be made to ensure a variety of assessment cases, both in terms of referral questions as well as functional level of the patient. Interns will have the opportunity to take part in treating patients in our cognitive remediation lab and will carry an individual therapy caseload. Further, interns will develop and implement their own therapy groups during the second half of a rotation during the internship year.

Interns have an opportunity to complete rotations throughout the internship year in the Department of Psychological Services and/or in Consultative Services. Interns will receive high-quality training and individual supervision with a licensed psychologist within their assigned rotations. The following are descriptions of experiences which are currently anticipated to be offered on rotations (subject to change depending on supervisor availability):

Consultative Rotations

During the consultative rotation, interns may be assigned to the Office of Forensic Services; Addictions, Co-Occurring, and Trauma Recovery Services; or both. These rotations specifically focus on developing intern skills in consultation, coordination among interdisciplinary providers, and provision of services. Consultation is provided to treatment teams and/or courts, attorneys, or other legal professionals.

- **Office of Forensic Services (OFS)**
  During this rotation, interns focus on learning how to conduct court-ordered evaluations of competency to stand trial and criminal responsibility. If desired and available, risk assessments may also be a component of the training received. Interns will have the opportunity to attend weekly Forensic Review Board meetings and accompany psychologists to court and observe legal proceedings and expert testimony. Time permitting, interns may also participate in the forensic psychology didactic training and may participate in research. Supervision is provided by licensed psychologists in the SHC Office of Forensic Services.
- **Addictions, Co-Occurring, and Trauma Recovery Services (ACTRS)**

ACTRS provides assessment and treatment in the areas of trauma and addiction. Services include addictions assessments, trauma assessments, addictions therapy groups, trauma therapy groups, treatment team consultation, and individual therapy. Additionally, the department provides sexual compulsivity groups, risk assessments, and psychosexual evaluations to the hospital. Interns will have the opportunity to participate in these activities. The program will have doctoral-level externs, and interns will gain supervised experience in providing supervision to these students.

**Department of Psychological Services Rotations**

During this rotation, interns will be assigned to an acute care or recovery program unit. In addition to their unit-based experiences, interns will spend designated time completing comprehensive psychological assessments and providing other, specialized services to clients. These services may include individual therapy through the Springfield Counseling Center (SCC), cognitive remediation, or behavioral plans and consultations. Preferences and goals for the internship will be considered when designing the specific components of this rotation.

- **Acute Care Unit**

  Upon admission to the hospital, patients are assigned to one of three acute care units. Initially, treatment focuses on stabilization of psychiatric symptoms and engagement in the treatment process. The majority of patients admitted to acute care units are court-ordered, primarily for competency restoration and evaluation. During this rotation, interns gain experience participating in treatment team meetings, community meetings, developing and implementing individual plans of care, co-facilitating treatment groups (including competency restoration groups), providing milieu and crisis intervention services, and providing individual therapy.

- **Recovery Program Unit**

  Once patients have been stabilized on an acute care unit, they may be transferred to a recovery program unit where they will continue to receive treatment toward attaining discharge readiness. During this rotation, interns gain experience participating in treatment team meetings, community meetings, contributing to individual plans of care, co-facilitating treatment groups, providing milieu and crisis intervention, and providing individual therapy.

- **Psychological Assessment**

  Patients are referred for formal psychological assessment related to cognitive, personality, emotional, and/or behavioral functioning. As part of this experience, interns complete screeners, targeted assessments, and comprehensive batteries to address referral questions. Interns will participate in test selection, administration, scoring, and interpretation. When appropriate and desired, interns will provide feedback to patients and referral sources. For comprehensive batteries, interns will prepare an integrated
report that conveys the results and recommendations derived from the assessment. All interns will participate in the psychological assessment experience as part of their training in the Psychological Services rotation.

- **Springfield Counseling Center (SCC)**

Patients are referred for individual therapy through the Springfield Counseling Center. Individual therapy referrals are for a variety of presenting problems and may include behavioral interventions, increased reality-orientation, anger management, social skills development, trauma symptoms, or individual competency restoration, among others. Depending on the patient’s presentation and level of functioning, individual therapy sessions may range from 10 minutes to a full 50-minute therapy hour. Sessions may be held on or off the units. Both short-term and long-term referrals are available, and clients may be referred from the intern’s assigned unit, as well as from other units throughout the hospital.

  - **Cognitive Remediation**

    Patients are referred for cognitive remediation to address cognitive deficits that are related to psychosis and resistant to current, available pharmacological interventions. Upon referral, interns will complete a cognitive screener and determine whether the patient meets criteria for participation in the program. Interns will be trained in the cognitive remediation program, conduct screeners and follow-up assessments, and deliver the intervention. If interested, interns may have the opportunity to participate in further program evaluation and development.

  - **Behavioral Consultations & Plans**

    Patients are referred for behavioral consultations and plans by treatment teams when the use of behavioral or learning theory-based techniques may be beneficial to address a targeted behavior (e.g., aggression, self-injurious behavior, poor attendance in treatment programs). Interns will work with supervisors to complete interviews of treatment providers and the patient, complete thorough chart reviews, develop treatment recommendations or formal behavior plans, provide feedback, and write behavior plan reports. Follow-up may be requested by treatment teams, and interns may have the opportunity to provide further consultation when questions or concerns regarding the implementation of a behavior plan arise.

Specific experiences can be added during the training year to provide interns with additional training opportunities in a particular area of interest or to provide additional cross-program training. For example, an intern who is primarily interested in forensic work may complete one six-month consultative rotation in ACTRS and OFS and then complete a six-month rotation in the Department of Psychological Services with assignments in Psychological Assessment and Acute Care, where they will have the opportunity to co-lead competency restoration groups, offer individual competency restoration services, and co-lead NCR groups.
Interns may gain exposure to additional professional roles within the hospital in which psychologists serve. For example, interns may attend and participate in various administrative committees, develop and present at grand rounds, present at hospital-wide case conferences, participate in research, and develop and evaluate programs and policies. These opportunities are subject to availability of supervision by a licensed psychologist for that particular service. We strive to offer a training program that builds upon each intern’s skills and goals; therefore there may be some flexibility in the selection and structure of rotations and placements.
Training Seminars

An extensive series of training seminars is offered to further facilitate learning. Interns attend formal seminars throughout the training year. An example of seminar series offered in past years include extended seminar series, didactic and practical experience in program evaluation, and seminars relating to psychological assessment and intervention. These seminars are designed to enhance the competency development of interns. Attention to factors of diversity and recent findings from the clinical/scientific literature is integrated into seminars offered; several seminars are also designed specifically to increase awareness and sensitivity to diversity as well as competence in working with special populations. Several of our seminar leaders have established a national reputation or written major texts in their areas of expertise. Others have served in leadership roles in professional organizations.

The following seminar topics were offered during the 2018-2019 internship year:

➢ Abridged Psychopharmacology
➢ START & Motivational Interviewing
➢ Introduction to Forensic Psychology
➢ There & Back Again: The Path Into and Out of Addiction
➢ Program Evaluation Workshop
➢ Paraphilias
➢ Acceptance and Commitment Therapy
➢ Psychologist Expert Testimony
➢ Understanding & Treating Compulsive Sexual Behavior Disorder: An Overview
➢ Understanding Mandated Reporting: Laws and Ethics
➢ Records, Confidentiality, Telehealth and More: Avoiding Pitfalls!
➢ Emerging Topics
➢ The Body Keeps the Score: Insights from Bessel van der Kolk

Seminar Series:

➢ Assessment Series
  ○ Assessment of Malingering
  ○ Risk Assessment: Development & Background
  ○ Risk Assessment: Application
  ○ Using the MCMI-4
○ WAIS-IV Advanced Interpretation
○ Using the MMPI in Clinical Practice: Focus on Interpretation
○ Rorschach Inkblot Test – Scoring and Interpretation Using the Comprehensive System

➤ Professional Development
○ Supporting Successful Supervision
○ Early Career: Post-Doctoral Training
○ Early Career: Becoming a Psychologist
○ Professional Well-Being: From Knowledge to Action
○ Case Conceptualization

➤ Diversity Series
○ Developmental Disabilities & DDA
○ Ethics and Diversity Considerations in Assessment
○ Cultural Competency: Reaching for the Ceiling
○ Clinical Work with Older Adults
○ Biopsychosocial Perspectives on Working with Deaf and Hard of Hearing Adults
○ Women Who Sexually Abuse: A Gender Informed Approach
○ Siblings as Caregivers for Adults with Severe Mental Illness

The hospital also hosts a regular Psychiatric Grand Rounds that has featured speakers from prestigious institutions such as The Johns Hopkins University, The National Institute of Mental Health, and Sheppard and Enoch Pratt Hospital. Each program within the hospital holds a monthly case conference to discuss clinical challenges, multidisciplinary evidence-based treatment options for patients with severe and persistent mental illness, discharge planning, and treatment recommendations. In past years, interns have also had the opportunity to join with interns at Spring Grove Hospital Center for seminars. Additionally, interns typically attend a three-day forensic psychology training symposium offered through the Behavioral Health Administration (BHA).

Interns present to the Department of Psychological Services on a topic of their choice near the end of the training year to share their own expertise and to further their professional development.
Evaluations and Successful Completion of the Program

The progress of interns is closely monitored during the internship year. Feedback is continuously provided by supervisors to interns through discussion in supervision sessions. The Director discusses progress with each intern on at least a monthly basis. Interns complete a self-evaluation of their goals and progress at several points during the internship. Formal written evaluations of interns’ competencies will be completed by supervisors at the end of each rotation. Interns have the opportunity to read, discuss, and provide written comments on their supervisors’ evaluations. The interns also complete an evaluation of each supervisor at the end of each rotation. The Director of Intern Training provides a summary of the intern’s progress to the intern’s doctoral program after six months and at the end of the year, as well as completing any additional evaluation requirements of the intern’s doctoral program. Successful completion of the internship requires demonstration of expected competencies as well as completion of at least 1750 internship hours. Upon successful completion of the internship, the intern receives a Certificate of Completion.
Internship Program Admissions

Briefly describe in narrative form important information to assist potential applicants in assessing their likely fit with your program. This description must be consistent with the program’s policies on intern selection and practicum and academic preparation requirements:

Springfield Hospital Center is a state psychiatric hospital that treats primarily forensically involved patients. Ideal applicants would have a strong forensic interest, clinical experience in inpatient settings or working with individuals diagnosed with a serious mental illness, be able to function as part of a multi-disciplinary framework, and provide a variety of clinical services, including group and individual therapy, psychological assessments, intake assessments, consultation to treatment teams, and assistance with crisis responses. Strong applicants will have taken courses in assessment, personality theory, psychopathology, and principles of psychotherapy/intervention; have had at least one semester of supervised practicum experience in psychological testing and two semesters of supervised practicum experience in psychotherapy; substantial clinical experience working with an adult population; group therapy experience; and training/clinical experience with and the ability to independently administer Wechsler scales of intelligence and major objective personality tests.

Does the program require that applicants have received a minimum number of hours of the following at time of application? If Yes, indicate how many:

| Total Direct Contact Intervention Hours | Yes | Minimum: 300 |
| Total Direct Contact Assessment Hours | Yes | Minimum: 75 |

Describe any other required minimum criteria used to screen applicants:

- Matriculation in an APA- or CPA-accredited doctoral program in Clinical or Counseling Psychology (or a combined program that includes one of these areas of emphasis).
- Minimum of three years completed in graduate study of psychology. Time spent in terminal Master’s programs in psychology will be considered.
- Minimum 500 hours total documented supervised face-to-face intervention and assessment hours during doctoral study. Hours accrued during terminal Master’s study will be considered if certified by your DCT.
- Dissertation proposal (or equivalent requirement) approved by application deadline.
- Comprehensive exams passed by application deadline.
**Financial and Other Benefit Support for Upcoming Training Year***

<table>
<thead>
<tr>
<th>Benefit Support</th>
<th>Details</th>
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<tbody>
<tr>
<td>Annual Stipend/Salary for Full-time Interns:</td>
<td>$29,877 (subject to change annually)</td>
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<tr>
<td>Annual Stipend/Salary for Half-time Interns:</td>
<td>N/A</td>
</tr>
<tr>
<td>Program provides access to medical insurance for intern?</td>
<td>Yes</td>
</tr>
<tr>
<td>If access to medical insurance is provided:</td>
<td></td>
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<tr>
<td>Trainee contribution to cost required?</td>
<td>Yes</td>
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<tr>
<td>Coverage of family member(s) available?</td>
<td>Yes</td>
</tr>
<tr>
<td>Coverage of legally married partner available?</td>
<td>Yes</td>
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<tr>
<td>Coverage of domestic partner available?</td>
<td>No</td>
</tr>
<tr>
<td>Hours of Annual Paid Personal Time Off (PTO and/or Vacation):</td>
<td>Accrual of 10 days of annual leave (available for use after six months of employment), 9 personal days (3 available during the first three months of internship, 6 more available starting in January), 11 state holidays</td>
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<tr>
<td>Hours of Annual Paid Sick Leave:</td>
<td>Accrual of 15 days of sick leave</td>
</tr>
<tr>
<td>In the event of medical conditions and/or family needs that require extended leave, does the program allow reasonable unpaid leave to interns/residents in excess of personal time off and sick leave?</td>
<td>Yes</td>
</tr>
<tr>
<td>Other Benefits (please describe):</td>
<td>Interns are eligible to participate in an optional leave bank program. Additionally, interns may request approval for educational leave or paid leave to attend seminars or defend their dissertation (not guaranteed).</td>
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*Note. Programs are not required by the Commission on Accreditation to provide all benefits listed in this table.*
## Initial Post-Internship Positions

*(Aggregated Tally for the Preceding 3 Cohorts)*

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<thead>
<tr>
<th></th>
<th>PD</th>
<th>EP</th>
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<tbody>
<tr>
<td>Total # of interns who were in the 3 cohorts:</td>
<td></td>
<td></td>
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<tr>
<td>Total # of interns who did not seek employment because they returned to their doctoral program/are completing doctoral degree:</td>
<td></td>
<td>1</td>
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<tr>
<td>Community mental health center</td>
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<td>Federally qualified health center</td>
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<td>Independent primary care facility/clinic</td>
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<tr>
<td>University counseling center</td>
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<td>Academic university/department</td>
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<tr>
<td>Community college or other teaching setting</td>
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<td>Independent research institution</td>
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<td>Correctional facility</td>
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<td>School district/system</td>
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<td>Independent practice setting</td>
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<tr>
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<tr>
<td>Unknown</td>
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</tbody>
</table>

Note: “PD” = Post-doctoral residency position; “EP” = Employed Position. Each individual represented in this table should be counted only one time. For former trainees working in more than one setting, select the setting that represents their primary position.
Staff Psychologists

There are currently 3 full-time and 3 half-time psychologists and 2 full-time psychology associates in the Department of Psychological Services. Staff psychologists are assigned to various units or programs and are administratively responsible to the Director of Psychological Services. There exists a wide range of theoretical orientations and interests among the staff. While not all staff psychologists are available to provide supervision throughout the entire internship training year, interns interact with psychology staff in a number of ways during the internship year (e.g., staff meetings, seminars, consulting for assessment referrals).

Psychologists also work within other departments at the hospital, including the Office of Forensic Services (OFS) and the Addictions, Co-Occurring, & Trauma Recovery Services (ACTRS) program. OFS currently employs 3 full-time psychologists, and ACTRS employs 3 full-time psychologists at SHC. Psychologists are recruited for open positions as they become available within the departments of Psychological Services, OFS, and ACTRS. The following is a list of current psychologists at SHC:

**Department of Psychological Services**

**Acting Director of Psychological Services**

**Carly Pranger, Psy.D.,** Florida Institute of Technology, 2002
Primary Theoretical Orientation: CBT/ACT

*Areas of Interest*: Functional Behavioral Analysis, Addictions, Forensics

**Director of Intern Training**

**Lindsey Peterson, J.D., Ph.D.,** Drexel University, 2015
Primary Theoretical Orientation: Cognitive-Behavioral, Humanistic

*Areas of Interest*: Intersection of Law and Mental Health, Forensic Mental Health Assessment, Serious and Persistent Mental Illness, Supervision and Training

**Acute Care Program**

**Matthew Dickson, Psy.D.,** Rutgers University, 2014
Primary Theoretical Orientation: Integrative with a primary emphasis on CBT and dynamic

*Areas of Interest*: SMI, Trauma, and Systemic Issues of Treatment of Mental Illness
Karina Zanko, Psy.D., American School of Professional Psychology at Argosy University, Washington D.C., 2015
Primary Theoretical Orientation: Integrative including Psychodynamic and Cognitive Behavioral

Areas of Interest: Individual and Group Therapy, Trauma, and Severe Mental Illness

Rebecca Lee, Psy.D., Adler University, 2017
Psychology Associate
Primary Theoretical Orientation: Adlerian/CBT

Areas of Interest: Forensics, Cultural Issues, Mindfulness, and Assessment

Murugi Mungai-Kamau, Ph.D., Howard University, 1997
Primary Theoretical Orientation: Contextual

Areas of Interest: Forensics, Childhood Trauma, Rehabilitation, and Research

The Recovery Program

Cheryl Zwart, Ph.D., State University of New York at Binghamton, 1981
Primary Theoretical Orientation: Integrative with primary focus on Psychodynamic and Cognitive-Behavioral

Areas of Interest: Long-term Therapy with Individuals Diagnosed with a Serious Mental Illness

Tatiana Chakko, Psy.D., American School of Professional Psychology at Argosy University, Orange County, 2018
Psychology Associate
Primary Theoretical Orientation: Integrative- Psychodynamic, Object Relations, CBT

Areas of Interest: Severe and Chronic Mental Illness, Cultural Diversity, Incorporation of Family Systems to treatment of SMI
Addictions, Co-Occurring, & Trauma Recovery Services (ACTRS)

Director - ACTRS

Charles N. Zeitler, Psy. D., CSAT, American School of Professional Psychology at Argosy University, Washington, D.C., 2010
Primary Theoretical Orientation: Cognitive-Relational

Areas of Interest: Individual Therapy, Risk Assessment, Supervision of Students

ACTRS Training and Assessment Coordinator

Shawna Mowrer, Psy.D., Pacific University, 2014
Primary Theoretical Orientation: Integrative with CBT, ACT, Mindfulness, Humanistic

Areas of Interest: Psychological Assessment, Risk Assessment (Violence and Sexual Risk), Student Training, Trauma Related Disorders

ACTRS Clinical Coordinator

Jessica Turral, Psy.D., Loyola University Maryland, 2017
Primary Theoretical Orientation: Psychodynamic

Areas of Interest: Cultural Affirmation and Diversity, Racial Identity Development, Complex Trauma, Impact of Microaggressions, Substance Use, Black Men and Boys, and Youth Charged as Adults

Office of Forensic Services

Andrew Good, Psy.D., University of Denver Graduate School of Professional Psychology, 2002
Primary Theoretical Orientation: Integrative: person-centered, CBT, dynamic/object relations

Areas of Interest: Juvenile Pre-Disposition and Transfer of Jurisdiction Evaluations, Adult Competency to Stand Trial and Criminal Responsibility Evaluations
**Julie Beasman, Psy.D.,** Loyola University Maryland, 2007  
**Primary Theoretical Orientation:** CBT, DBT, Psychodynamic  

*Areas of Interest:* Forensic Mental Health Assessment, Mindfulness Practices, Mood and Anxiety Disorders  

**Hayley Porter, Psy.D.,** The Chicago School of Professional Psychology in Chicago, 2007  
**Primary Theoretical Orientation:** Cognitive-Behavioral  

*Areas of Interest:* Forensics, Psychiatric Emergency Evaluations, Clinical Policy and Procedures for Clinical Practice
Application Procedures

All application materials for our program must be submitted by 11:59 PM (EST) on November 1st for consideration.

A. The following are the minimum requirements that MUST be met for consideration of an applicant for the SHC internship program:

1. Matriculation in an APA- or CPA-accredited doctoral program in Clinical or Counseling Psychology (or a combined program that includes one of these areas of emphasis).
2. Minimum of three years completed in graduate study of psychology. Time spent in terminal Master’s programs in psychology will be considered.
3. Minimum 500 hours total documented supervised face-to-face intervention and assessment hours during doctoral study. Hours accrued during terminal Master’s study will be considered if certified by your DCT.
   a. A minimum of 300 of these hours must be face-to-face intervention
   b. A minimum of 75 of these hours must be face-to-face assessment work
4. Dissertation proposal (or equivalent requirement) approved by application deadline.
5. Comprehensive exams passed by application deadline.

In addition, strong applicants will have:

✓ Courses in the following areas:
  ▪ Assessment
  ▪ Personality Theory
  ▪ Psychopathology
  ▪ Principles of Psychotherapy/Intervention

✓ At least one semester of supervised practicum experience in psychological testing and two semesters of supervised practicum experience in psychotherapy.

✓ Substantial clinical experience working with an adult population

✓ Experience working with serious mental illness or in inpatient or forensic settings

✓ Training/clinical experience with and the ability to independently administer Wechsler scales of intelligence and major objective personality tests.
B. Application:

Springfield Hospital Center uses the online application process developed by Association of Psychology Postdoctoral and Internship Centers (APPIC):

1. AAPI Online (Available at [http://www.appic.org/](http://www.appic.org/)), including:
   - Cover letter
   - Curriculum Vitae
   - Application (including Director of Training’s verification)
   - Official graduate school transcripts
   - Three letters of reference from psychologists acquainted with the applicant’s clinical work.

2. Springfield Hospital Center also requires supplemental material that should be submitted online with the application:
   - A recent comprehensive psychological test report
     The preferred work sample would be a report for a comprehensive adult evaluation that includes intellectual assessment and personality measures. *All potentially identifying client information must be completely removed from reports before submission.* This report should represent actual clinical work completed by the applicant (e.g., not based on testing activities for coursework). While it is expected that a clinical supervisor will have had input on the report, the work sample should be one completed primarily by the individual applicant as a representative work sample.

C. Selection Process:

Applicants are strongly advised to complete the application process as early as possible. **Final deadline for receipt of all materials is 11:59 PM (EST) on November 1st.**

Based on an initial review of applicants’ credentials and application materials, selected candidates will be invited for an interview (invitations will go out on or before December 10th). Interviewing in person is strongly preferred, but telephone interviews will be conducted when necessary. Interviews are expected to be scheduled for morning or afternoon sessions on January 14th, January 15th, and January 22nd. Applicants not invited for an interview will be informed by December 10th and will no longer be considered for the upcoming internship year.

The Maryland Department of Health (MDH) does not discriminate on the basis of race, color, sex, national origin or disability in the operation and administration of its services, facilities, programs, benefits, and employment opportunities. Our program is committed to providing an inclusive and welcoming environment for all members of our staff, trainees, and clients.
The internship program is committed to providing access for all people with disabilities and will provide reasonable accommodations with sufficient advanced notice. If invited for interview, please notify the program of requests for accommodations when you schedule your interview.

If you have questions about the application process, please contact Dr. Lindsey Peterson by phone at 410-970-7143 or e-mail: Lindsey.Peterson@maryland.gov.

D. Notification and Acceptance Procedures:

Springfield Hospital Center is a member of the Association of Psychology Postdoctoral and Internship Centers (APPIC) and adheres to all APPIC guidelines for notification and acceptance procedures, as published annually by APPIC. We participate in the national match program. This internship site agrees to abide by the APPIC policy that no person at this training facility will solicit, accept, or use any ranking-related information from any intern applicant.

After matching to the program and prior to beginning the internship, incoming interns are required to complete an application for employment with the State of Maryland and are required to have a pre-employment physical, TB testing, and a criminal background check.

Interns are required to maintain their own malpractice insurance during the internship year. Some graduate programs provide malpractice insurance for their students. Please check with your school to determine their policy. You will need to provide a copy of your Certificate of Liability Insurance prior to beginning the internship.
Springfield Hospital Center
6655 Sykesville Road
Sykesville, Maryland 21784-7564
TTY: 1-800-249-4347

Paula Langmead, Chief Executive Officer

Olga Rossello, M.D., Clinical Director

Lindsey Peterson, J.D., Ph.D.
Director of Intern Training
Lindsey.Peterson@maryland.gov
410-970-7143

State of Maryland
Larry Hogan, Governor

Department of Health
Robert R. Neall, Secretary

Behavioral Health Administration
Lisa Burgess, M.D., (Acting) Deputy Secretary/Executive Director

Questions related to the program’s accredited status should be directed to the Commission on Accreditation:

Office of Program Consultation and Accreditation
American Psychological Association
750 1st Street, N.E.
Washington, DC 20002
Phone: 202-336-5979/Email: apaaccred@apa.org
www.apa.org/ed/accreditation